

STROM THURMOND CAREER CENTER

17 Par Drive

Johnston, South Carolina 29832

GRADES 9-12 Career Center

ENROLLMENT 723 Students

DIRECTOR Dr. Carroll Wates

803-275-1767

BOARD CHAIR Bradley D. Covar

803-637-3775

SUPERINTENDENT

Dr. Sharon W. Keesley

803-275-4601

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Career Centers

Excellent

33

Good

3

Average

3

Below Average

1

Unsatisfactory

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	N/A	N/A
2002	Excellent	Good	N/A
2003	Excellent	Excellent	Yes
2004	Excellent	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the state rating for career and technology centers must be Excellent, Good, Above Average, Average or Below Average.

PERFORMANCE BY STUDENT GROUPS

	Mastering Core Competencies			Receiving Diplomas			Place in Field		
	This Center		State Center Average%	This Center		State Center Average%	This Center		State Center Average%
	n	%		n	%		n	%	
All Students	629	84.6%	80.6%	75	93.3%	91.9%	88	96.6%	97.6%
Students with disabilities on diploma track	0	N/A	74.2%	0	N/A	86.3%	3	I/S	98.7%
Gender									
Male	330	87.0%	77.6%	35	91.4%	91.4%	50	94.3%	98.4%
Female	299	81.9%	84.3%	40	95.0%	92.4%	35	100.0%	96.5%
Racial/Ethnic Group									
White	280	91.8%	85.9%	35	97.1%	95.3%	40	100.0%	98.2%
African-American	336	78.3%	73.3%	37	89.2%	86.6%	44	93.6%	96.5%
Asian/Pacific Islander	3	I/S	88.9%	1	I/S	96.6%	N/AV	N/AV	N/AV
Hispanic	10	90.0%	83.3%	2	I/S	87.2%	N/AV	N/AV	N/AV
American Indian/Alaskan	0	N/A	75.0%	0	N/A	100.0%	N/AV	N/AV	N/AV
Migrant Status									
Migrant									
Non-migrant									
English Proficiency									
Limited English Proficient	2	I/S	79.5%	0	N/A	81.0%	N/AV	N/AV	N/AV
Non-Limited English Proficient	627	84.7%	81.1%	75	93.3%	92.0%	N/AV	N/AV	N/AV
Socio-Economic Status									
Subsidized meals	326	79.8%	74.5%	32	90.6%	87.7%	16	100.0%	97.1%
Full-pay meals	303	89.8%	85.2%	43	95.3%	94.3%	69	95.8%	97.7%

n = number of students on which percentage is calculated

DEFINITIONS OF PERFORMANCE RATING TERMS

- Mastering Core Competencies-The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade.
- Graduation Rate-The percentage of 12th grade career and technology students who graduate in the spring.
- Placement Rate-The percentage of career and technology completers available for placement over a 3-year period who are actually placed in postsecondary instruction, military services, or employment.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Median Career Center
Students (n= 723)			
With disabilities other than speech	0.0%	No change	1.7%
Career/technology students in co-curricular organizations	33.2%	Up from 30.6%	16.7%
Enrollment in career/technology center courses	723	No change	561
Students participating in worked-based experiences	69.3%	Up from 30.0%	35.5%

Teachers (n= 16)			
Teachers with advanced degrees	31.3%	Up from 29.4%	25.0%
Continuing contract teachers	93.8%	Down from 100.0%	79.2%
Highly qualified teachers**	N/A	N/A	89.2%
Teachers with emergency or provisional certificates	0.0%		8.0%
Teachers returning from previous year	96.1%	Down from 100.0%	89.8%
Teacher attendance rate	97.0%	Up from 96.7%	95.8%
Average teacher salary	\$39,127	Up 2.2%	\$42,385
Prof. development days/teacher	10.3 days	Up from 5.9 days	11.5 days

School			
Director's years at Center	19.0	Up from 18.0	5.0
Dollars spent per pupil*	\$1,764	N/R	\$3,331
Percent of expenditures for teacher salaries*	64.2%	N/R	54.0%
Parents attending conferences	99.0%	Up from 97.2%	83.3%
SACS accreditation	Yes	No change	Yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.9%	92.0%
Highly qualified teachers in high poverty schools**	83.3%	91.1%

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

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REPORT OF DIRECTOR AND SCHOOL IMPROVEMENT COUNCIL

During the 2003-2004 school year, Strom Thurmond Career Center's faculty and staff provided career and technology training to approximately seventy-five percent of the high school students in the Edgefield School District. Students were able to choose from a wide variety of courses including agriculture, horticulture, turf and lawn management, automotive mechanics, carpentry, masonry, welding, drafting, home economics, business, marketing, and health occupations. Many students were able to enroll in several of these courses due to the flexibility of the A/B block scheduling.

Career and technology students received leadership training through their participation in clubs and organizations. Many of these students competed in district, state, and national competitive events related to their chosen career and technology training. Several of our students placed first in state competitive events in FFA, FBLA and HOSA competition. These students are to be commended for their excellent performance.

We were able to secure state and federal funding to purchase additional equipment for carpentry, automotive mechanics, horticulture, turf and lawn management, welding, and business. Representatives of local business and industry support our programs as they serve on school improvement committees, and volunteer to assist us in direct instruction of our students. We are very fortunate to have a very positive working relationship with local business and industry.

All high school students in the Edgefield School District are given an opportunity to explore a variety of career options with full access to all career and technology programs offered by the Strom Thurmond Career Center. Students are also allowed to enroll in courses offered by the local technical institutions through dual credit programs. We feel that our students are fully prepared to enter the workforce or continue their education when they complete our program.

Carroll Wates, Director

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	18	47	22
Percent satisfied with learning environment	94.4%	80.9%	77.3%
Percent satisfied with social and physical environment	94.4%	85.1%	77.3%
Percent satisfied with home-school relations	77.8%	84.8%	68.2%

*Only eleventh grade students and their parents were included.